

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM**  
***ARGENTINA: A CULTURAL CROSSROADS***

**A Student's Life in Argentina**

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Subject Area: Spanish

Topic: Spanish language, geography, mathematics, literature, physical education, foods, culture

Grade Level(s): 3<sup>rd</sup>-5<sup>th</sup> grade

Time Frame: 10 45-minute sessions; 4 weeks

**Brief Summary of the Unit:** The primary goal of this unit is to introduce students to Argentina by addressing topics that are part of a child's everyday experience at school. This allows students to make connections to a country and its people by studying something very familiar to them, their school day. With increased knowledge and understanding about Argentina and the people who live there, it is hoped that students will also exhibit increased tolerance, respect and appreciation for not only the country and people of Argentina, but that this knowledge will transfer to other nations throughout the world. It is hoped that students will continue to make connections through their studies and eventually with others as they are citizens in a global society.

## Stage 1 – Desired Results

### Established Goal(s):

#### (National ACTFL Standards for Foreign Language Education)

#### **COMMUNICATION Communicate in Languages Other Than English**

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### **CULTURES Gain Knowledge and Understanding of Other Cultures**

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### **CONNECTIONS Connect with Other Disciplines and Acquire Information**

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### **COMPARISONS Develop Insight into the Nature of Language and Culture**

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **COMMUNITIES**

#### **Participate in Multilingual Communities at Home and around the World**

- **Standard 5.1:** Students use the language both within and beyond the school setting.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **Understanding(s):**

- *Students will understand that Argentine schools have much in common with schools in the United States. They will learn how Argentine schools differ from U.S. schools as well.*
- *Students will be able to compare their daily life to a student living in Argentina.*
- *Students will be able to discuss Argentine culture as it relates to a student's daily life.*
- *Students will have an increased appreciation for the country, culture and people in*

#### **Essential Question(s):**

- *Where is Argentina located?*
- *What are some places in Argentina that are specific landmarks?*
- *What language is spoken in Argentina?*
- *How is a child's daily life in Argentina similar to or different from the United States?*
- *What things are necessary for students to be prepared for school?*
- *How do school subjects compare in Argentina and the United States?*

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| <i>Argentina, especially through a child's perspective in school.</i>  | <ul style="list-style-type: none"> <li>• <i>What foods are typical in Argentina?</i></li> </ul>  |
| <p>Students will know...</p> <ul style="list-style-type: none"> <li>• <i>school subjects and how they compare to the United States or are uniquely Argentine.</i></li> <li>• <i>typical Argentine food and will have experience in making and sampling different foods.</i></li> </ul> | <p>Students will be able to....</p> <ul style="list-style-type: none"> <li>• <i>locate Argentina on a map, and discuss major physical features and cities and their location.</i></li> <li>• <i>ask and answer simple questions in Spanish about topics relating to school subjects.</i></li> <li>• <i>discuss Argentine culture as it relates to a student's daily life.</i></li> </ul> |

### Stage 2 – Assessment Evidence

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| <p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• <i>Students will participate in class discussions and activities.</i></li> <li>• <i>Students will complete daily assignments in their Argentina carpeta by reading, writing, drawing and investigating a variety of topics.</i></li> <li>• <i>Students will complete a curriculum fair project on a school subject.</i></li> </ul> | <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will complete a daily reflection to compare and contrast Argentina and U.S. schools.</i></li> <li>• <i>Students will work with others to practice conversing in Spanish using the vocabulary from the unit.</i></li> </ul> |
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### Stage 3 – Learning Plan

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| <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• This unit has both a language and a culture component. If a teacher wants to focus on mastery of the Spanish language that corresponds with each lesson, repeated practice sessions must take place throughout the unit where the students can use the language they are learning. They should learn new vocabulary and revisit the vocabulary from previous lessons often. Practice with the whole class and in small groups or with a partner to facilitate conversation is recommended. If the teacher's main goal in using this unit is to teach about the culture of Argentina, then the brief introduction to the language that is included is all that is necessary.</li> <li>• The student <i>carpeta</i> (or notebook) is a place for students to respond to what they are learning, express themselves creatively, and keep a record of what they are learning. It includes all individual and group work pages, as well as a Spanish/English dictionary for all Spanish terms that will be taught in the unit. Students are asked to reflect daily on their learning and compare and contrast their school experiences with those of students in Argentina.</li> <li>• The PowerPoint slides have pictures and videos to give a perspective of what schools are like in Argentina. The PowerPoint is supplied as one whole presentation, but should be used in the daily segments that correspond to the lessons. Whole class or small class discussion can help enhance the effectiveness of these slides. Asking thought provoking questions before viewing a slide, or while discussing pictures as a class can help students to make connections to their own experience and will help them to compare. It is important to remember that when comparing school or culture students should be presented with the idea that things in Argentina may be different from the way we do things but that is what works for them. Every culture and school is different, even in the United States, and it is important to look at things at different from us, but not necessarily wrong because things are done differently from us.</li> </ul> |
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## **Lesson Uno: Un viaje a Argentina /A Trip to Argentina**

### **Objectives:**

- By the end of the lesson students will know where Argentina is and will label the country, capital and neighboring countries on a map.
- Students will learn greetings, farewells and at least three useful phrases in Spanish:  
*Buenos días, buenas tardes, buenas noches, hola*  
*Adiós, hasta luego, hasta mañana*  
*¿Cómo estás? Estoy bien, gracias, así-así, estoy mal*  
*¿Cómo te llamas? Me llamo \_\_\_\_\_.*  
*¿Cuántos años tienes? Tengo \_\_\_\_\_ años.*
- Students will learn basic facts about Argentina (flag, location, currency).

### **Materials needed:**

- World map and globe
- Computer and PowerPoint presentation (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
- Chart paper and markers
- Argentina *carpeta* (student learning journal, attached) for each student **NOTE:** Students should place all their work, including vocabulary lists in Spanish, in this binder.

### **Group learning activities:**

- In a class group ask students what would they think if one of their parents came home and told the family that they got a job transfer and the entire family was moving to Argentina. What do you already know about Argentina? What would be the first thing that you would like to know about life in Argentina?
- Access students' prior knowledge: Using KWL chart (attached), students will share (brainstorm) what they already know and what they would like to learn about Argentina.
- On the world map and globe, show students where Argentina is located. On their individual maps, students locate and lightly color in the country of Argentina, label the surrounding countries and label the capital Buenos Aires. Show the flag on the PowerPoint presentation, and copies of the currency.
- Teach the vocabulary to students. Pair them with another student and have students practice greeting each other and having a brief conversation.
- Give students their *CARPETA* and make sure they put their name on them. Explain that the *carpeta* is where students will keep all their work. They will need to complete each assignment in the *carpeta*, and at the end of the unit they will use their finished work to participate in a curriculum fair about Argentina.

### **Individual learning activities:**

- Students complete the map and color the flag of Argentina (attached) in their *carpeta*.
- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.

## **Lesson Dos: Un día en la vida/ A Day in the Life**

### **Objective:**

- Students will compare and contrast their daily life with that of an Argentine girl.
- Students will learn basic vocabulary to ask and answer questions:  
*¿De dónde eres? Soy de \_\_\_\_\_*  
*¿De dónde es \_\_\_\_\_? Es de \_\_\_\_\_*  
*¿Hablas español (inglés)? Sí/No hablo español (inglés).*

### **Materials needed:**

- Video: *Countries of the World: Argentina*
- Venn diagram (attached)
- Argentina *carpeta*

### **Group learning activities:**

- Ask students what they think daily life is like in Argentina for kids. How do they think it is different from their life in the U.S.
- Watch the video, *Countries of the World: Argentina*, and think about those questions as they view the video.
- After viewing fill out the Venn diagram, discussing what they observed was unique to Argentina or the U.S., and what things we have in common.
- Teach the vocabulary to students. Pair them with another student and have students practice asking where they are from and what languages they speak.

### **Individual learning activities:**

- Have students fill out their own Venn diagram in their *carpeta*.
- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.

## **Lesson Tres: Listos para la escuela /Getting Ready for School**

### **Objective:**

- Students will learn what supplies students in Argentina need for school.
- Students will learn about school uniforms and the *delantal* that is worn in Argentina.
- Students will learn basic vocabulary to talk about school supplies and uniforms:

*¿Tienes \_\_\_\_\_? Sí, tengo \_\_\_\_\_.*

*Un lápiz, una carpeta, un libro, unos crayones, unos marcadores, un bolígrafo, un cuaderno, unas tijeras, una regla, una hoja de papel, una mochila*

*¿Qué llevas? Llevo mi uniforme.*

*La falda, la camisa, los pantalones, la camisa, el suéter, los zapatos, las medias, la corbata, el delantal*

### **Materials needed:**

- Backpack with school supplies
- Pictures of school uniforms
- Computer and PowerPoint presentation
- Argentina *carpeta*

### **Group learning activities:**

- Discuss back-to-school shopping, and what kinds of things students do to prepare themselves for the new school year. Discuss that when they attend school this coming year in Argentina they will need to prepare a little differently from here in the U.S.
- Introduce the backpack with school supplies, view PowerPoint with videos, and teach vocabulary in Spanish.
- Play guessing game with class objects where one student secretly picks an item from the backpack. Other students guess by asking “*¿Tienes un libro?*” or “*¿Tienes una regla?*” The student must respond *Sí/no tengo \_\_\_\_\_*.
- Discuss what students will wear in Argentina to school by showing pictures of uniforms and *delantales*. =Teach vocabulary for clothing to students.
- Divide the class into two groups with one group assigned to defend a position of “wearing regular clothes” and the other to defend “school uniforms.” Have each group present reasons why students should or shouldn’t wear a school uniform in an informal debate. Discuss reasons why uniforms and *delantales* could be so important to schools in Argentina.

### **Individual learning activity:**

- Draw and label items in their Argentine school backpacks in their *carpeta*.
- Draw a design a school uniform that they would like to wear in their *carpeta*.
- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.

## **Lesson Cuatro: El horario y notas / School Schedule and Grading**

### **Objective:**

- Students will learn vocabulary in Spanish to talk about classes:  
*¿Qué clases tienes? Tengo \_\_\_\_\_.*  
*Las matemáticas, las ciencias, las ciencias sociales, el español, el inglés, el arte, la historia, la música, la educación física*
- Students will learn about the grading scale in Argentina and view a report card.
- Students will make their own schedule in Spanish.

### **Materials needed:**

- Computer and PowerPoint presentations
- Word strips for class subjects in English and Spanish (attached)
- Argentina *carpeta*

### **Group learning activities:**

- Discuss how students in Argentina learn similar subjects to what we learn in our schools, only it is taught in Spanish. Present groups of four students with word strips with the vocabulary in Spanish and have students match the class subject in Spanish with the equivalent in English. Explain that many of these words are cognates. View PowerPoint and teach vocabulary for class subjects.
- Using the schedule students make in their individual learning activity, pair students with a partner and have them ask about their schedule by using the question *¿Qué clases tienes?*
- Introduce students to the Argentine report card. Explain that in Argentina they do not use the A, B, C system that we do in the U.S. for assigning grades. They use a numerical system that is based on 10 as the highest grade a student can earn. Younger students have a grading system based on phrases like *muy bueno* (very good) and *sobresaliente* (outstanding).

### **Individual learning activity:**

- Make a school schedule (attached) in Spanish using the class subjects in their *carpeta*.
- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Take some of your most recent spelling tests or math homework and convert the grade from the U.S. to a grade from Argentina.

## **Lesson Cinco: Matemáticas/ Math**

### **Objective:**

- Student will learn the numbers in Spanish from 0–20 and use them to do simple mathematical equations:  
*Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, y, menos, son*
- Students will learn about writing numbers in Argentina with a decimal point (.) rather than a comma (,) and the differences between how the 1 and 7 are written.

### **Materials needed:**

- Computer and PowerPoint presentation
- Individual white boards, dry erase markers, dry erasers
- Music from *Sing, Laugh, and Eat Tacos*
- Argentina *carpeta*

### **Group learning activities:**

- Teach numbers and numbers song “Cuenta” to students.
- Give markers, boards and erasers to students and call out a simple math problem. Students write it on their boards and then show it to the teacher. The teacher shows the math problem to students to verify their answer. The whole class does this activity together, then students may work with a partner to come up with math problems.

### **Individual learning activities:**

- Complete math problem and puzzle (attached) in individual *carpetas*.
- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Learn the numbers through 100 in Spanish. Use the numbers through 100 to do multiplication (*por*) and division (*dividido por*) in Spanish.
- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.



## **Lesson Seis: Lectura en español / Reading in Spanish**

### **Objective:**

- Students will read a story with a setting in Argentina.
- Students will learn vocabulary from the story that is unique to Argentine culture: *Las Pampas, mulita, rebenque, mate, asado, facón, boleadores, rastra, bombacha, ñandú, recado, estancia, yegua madrina, hornero, lechuza, gaucho*
- Students will make a picture dictionary for new vocabulary.

### **Materials needed:**

- Computers and PowerPoint presentation
- Book: *On the Pampas* by Maria Cristina Brusca
- Paper, crayons, construction paper, stapler
- Argentina *carpeta*

### **Group learning activities:**

- To understand the setting and background of this story, write these questions on the board: *What are the pampas?* and *Who are gauchos?* Discuss as a class and then form small groups to find the answers.
- Have students use the websites listed to find and write the answer in their *carpetas*. Have students draw and color a picture of what a gaucho looks like on the pampas (attached). Write a definition below the picture.  
What are the pampas? <http://www.blueplanetbiomes.org/pampas.htm>  
Who are gauchos? <http://www.travelsur.net/gauchos.htm>
- Disperse the other vocabulary words and definitions that they will find in the text they will read. Have groups of students make a picture dictionary using the 16 vocabulary words from the story.
- Read the story *On the Pampas* to students. Discuss the use of the vocabulary words, and what it was like for Maria Cristina to visit her grandparent's *estancia* each summer. Do students have any similar experiences? What things did she learn while she was there? How did she change as result of visiting the *estancia* that summer? What were some things Maria Cristina did or experienced from the story that are uniquely Argentine?

### **Individual learning activities:**

- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Read other books or short stories set in Argentina, for example, the folk tale called *The Lazy Fox* by Anita Stern in the book *Tales from Many Lands*
- Illustrate a book or story that they have read.

## **Lesson Siete: Recreo y merienda / Recess and Snack Time**

### **Objective:**

- Students will learn about the tradition of drinking *mate*.
- Students will make *alfajores* and *mate* to sample.

### **Materials needed:**

- Computer and PowerPoint presentation
- Ingredients for recipes
- Argentina *carpeta*
- Serving utensils
- *Bombilla* and *mate* gourd

### **Group learning activities:**

- Pass students the gourd and *bombilla*. Have them examine them and ask questions about them. What do you think this is used for? What is it made from?
- Introduce students to *mate* and the tradition of drinking *mate* by showing the PowerPoint and videos.
- Ask students what they brought for their snack for school. Talk about how typical food and snacks in Argentina are different from what we eat in the United States. Introduce students to the *alfajor*. Explain the variety of *alfajores* that exists in Argentina, show the PowerPoint and watch the videos.
- Follow the recipes to make *mate* (see resources list) and *alfajores* (attached) to sample for their snack.

### **Individual learning activities:**

- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Find other recipes for Argentine snacks to make at home.

## **Lesson Ocho: Ciencias sociales (geografía) / Social Studies (Geography)**

### **Objective:**

- Students will learn Spanish vocabulary to talk about direction and physical landforms:  
*¿Dónde está \_\_\_\_\_? Está en \_\_\_\_\_.*  
*el este, el oeste, la norte, el sur, el río, la montaña, el océano, el lago*
- Students will label a map with the vocabulary, and also with well known cities, rivers, mountains, lakes and oceans.

### **Materials needed:**

- Map of Argentina (attached)
- Argentina *carpeta*
- Computer and PowerPoint presentation
- Crayons, pencils, colored pencils

### **Group learning activities:**

- Distribute maps of Argentina to groups of three students. Ask students to find and put their finger on the capital Buenos Aires, various other major cities, Mount Aconcagua, the Atlantic Ocean, the Paraná river, Iguazu Falls and Lake Buenos Aires.
- Teach Spanish vocabulary for the lesson.
- Using *este, sur, norte, and oeste*, have pairs of students answer questions about where major cities and locations are on the map.

### **Individual learning activities:**

- Color and label a map of Argentina with the cities and physical features discussed in class.
- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Locate other natural landmarks and province capitals on the map. Label the capital city and natural resources that are in each province.

## **Lesson Nueve: Almuerzo / Lunch**

### **Objective:**

- Students will learn about traditional Argentine food and drink.
- Students will make *empanadas* and *submarinos* to sample.

### **Materials needed:**

- Computer and PowerPoint presentation
- Ingredients for recipes
- Argentina *carpeta*
- Serving utensils

### **Group learning activities:**

- Talk with students about mealtimes in the U.S. and mealtimes in Argentina. Explain that both lunch and dinner are later in Argentina than they are in the U.S.
- Introduce students to the *submarino* by showing the PowerPoint and videos.
- Follow the recipes to make *submarinos* (see resource list) and *empanadas* (attached) to sample for their lunch.

### **Individual learning activities:**

- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Find other recipes for Argentine foods to make at home, for example, *humitas*, *chimichurri*, or *locro*.

## **Lesson Diez: Educación física/ Physical Education**

### **Objective:**

- Students will learn about the two main soccer teams in Argentina: Boca Juniors and River Plate.
- Students will play a soccer game.
- Students will learn the vocabulary to talk about the positions on a soccer team: *Lateral izquierdo, Lateral derecho, Delantero, volante izquierdo, Volante, Volante derecho, Defensor izquierdo, Defensor, Defensor derecho, portero*

### **Materials needed:**

- Shield nametags (attached) with soccer positions in Spanish
- Soccer field
- Argentina *carpeta*

### **Group learning activities:**

- Discuss soccer in Argentina. Use websites such as <http://maxinews.co.uk/sport/importance-of-soccer-to-argentina%E2%80%99s-culture/> for background information.
- Divide class into two teams, Boca Juniors and River Plate. Using their official websites, find their shield and draw it on each nametag. Write the position that each student will play on the team in Spanish.  
Boca Juniors  
<http://www.bocajuniors.com.ar/home/sitio>  
River Plate  
<http://www.cariverplate.com/>

### **Individual learning activities:**

- Reflect on what you learned about Argentina in your *carpeta*.

### **Extension:**

- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Research the life of a famous Argentine soccer player like Diego Maradona or Lionel Messi.

## **Culmination of Unit: Curriculum Fair—A Student’s Life in Argentina**

### **Objective:**

- Students will share what they have learned with each other, the school community and their parents.

### **Materials needed:**

- Argentina *carpeta*
- Tri-fold poster boards for each group
- Materials collected from each portion of the unit to display
- Markers, crayons, scissors, glue, stapler, and other supplies

### **Group learning activities:**

- Assign each student to a small group with one of the class subjects as their title. These students will make a display to share as much information as they have learned about that particular lesson. Possible suggestions for their display are pictures, drawings, vocabulary words, display objects, music, dioramas, foods and costumes.
- Students are encouraged to use the lesson extensions in augmenting their display.
- Invitations to the school community and public for a morning of learning about a student’s life in Argentina will be given.
- Students should have their *carpeta* open to the comment page to allow visitors to comment on their display.

### **Closure and Extension:**

- Have students research additional school subjects like science, art or music and have them do a presentation about it.
- Encourage students to share what they learn with their families and continually practice their Spanish throughout the unit.
- Encourage students to compare and contrast what they know about Argentina to their own country.

Lesson Uno:                      Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Tres:                      Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Cinco:                      Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Dos:                      Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Cuatro:                      Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Seis:                      Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Siete:           Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Nueve:           Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Culmination:           Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Ocho:           Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

Lesson Diez:           Date:  
How is what you learned today about  
Argentina similar to your experiences in  
school in the U.S.?

How is what you learned about Argentina  
different from your experiences in school  
in the U.S.?

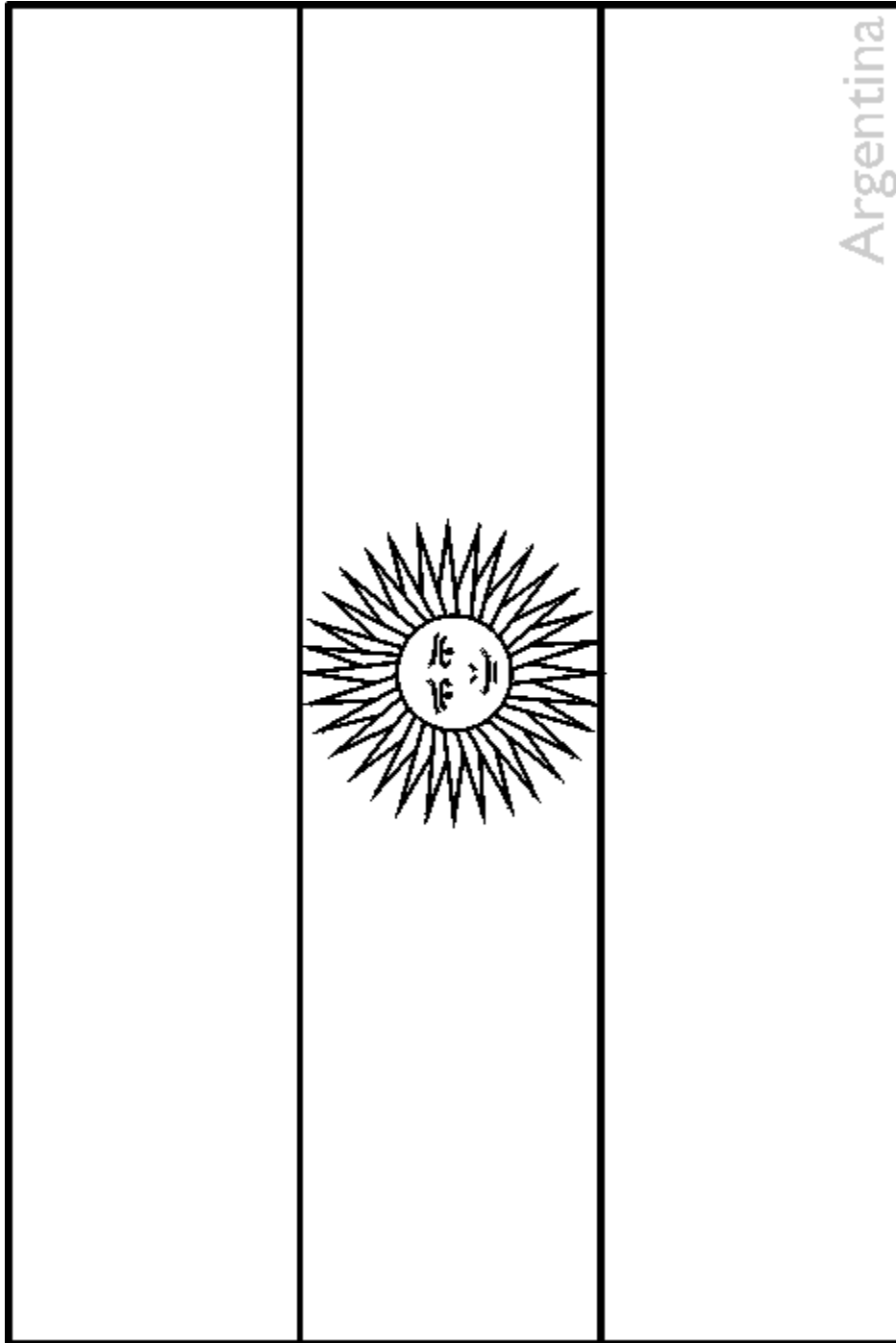


| Topic _____ |                     |                |
|-------------|---------------------|----------------|
| What I Know | What I Want to Know | What I Learned |
|             |                     |                |

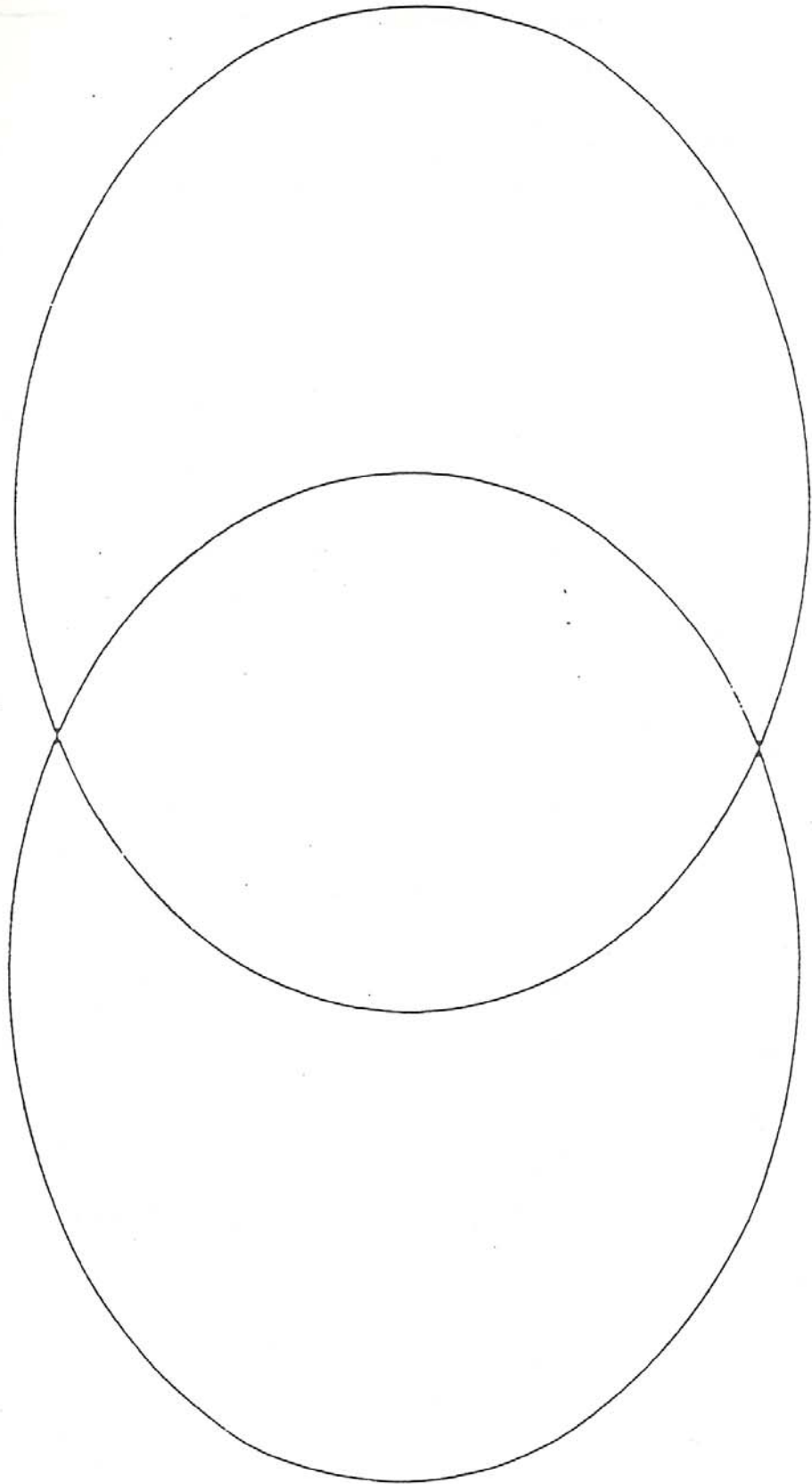
KWL CHART

La Bandera

Me llamo \_\_\_\_\_



VENN DIAGRAM



VENN DIAGRAM

Me llamo \_\_\_\_\_

What will you bring to school in your mochila? Draw pictures and label the items you will need for school below.



Me llamo \_\_\_\_\_

What will you wear to school? Show your school pride by coloring this uniform. Write what you will wear on the line below in Spanish.



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## Mi Horario

lunes martes miércoles jueves viernes



Me llamo \_\_\_\_\_

Write the answer to each problem in Spanish.

1.  $20 \div 2 =$  \_\_\_\_\_

2.  $1 + 3 =$  \_\_\_\_\_

3.  $2 + 0 =$  \_\_\_\_\_

4.  $9 \times 2 =$  \_\_\_\_\_

5.  $30 - 10 =$  \_\_\_\_\_

6.  $10 \times 2 =$  \_\_\_\_\_

7.  $7 \times 2 =$  \_\_\_\_\_

8.  $22 - 13 =$  \_\_\_\_\_

9.  $9 \div 3 =$  \_\_\_\_\_

10.  $5 + 4 =$  \_\_\_\_\_

11.  $2 \times 8 =$  \_\_\_\_\_

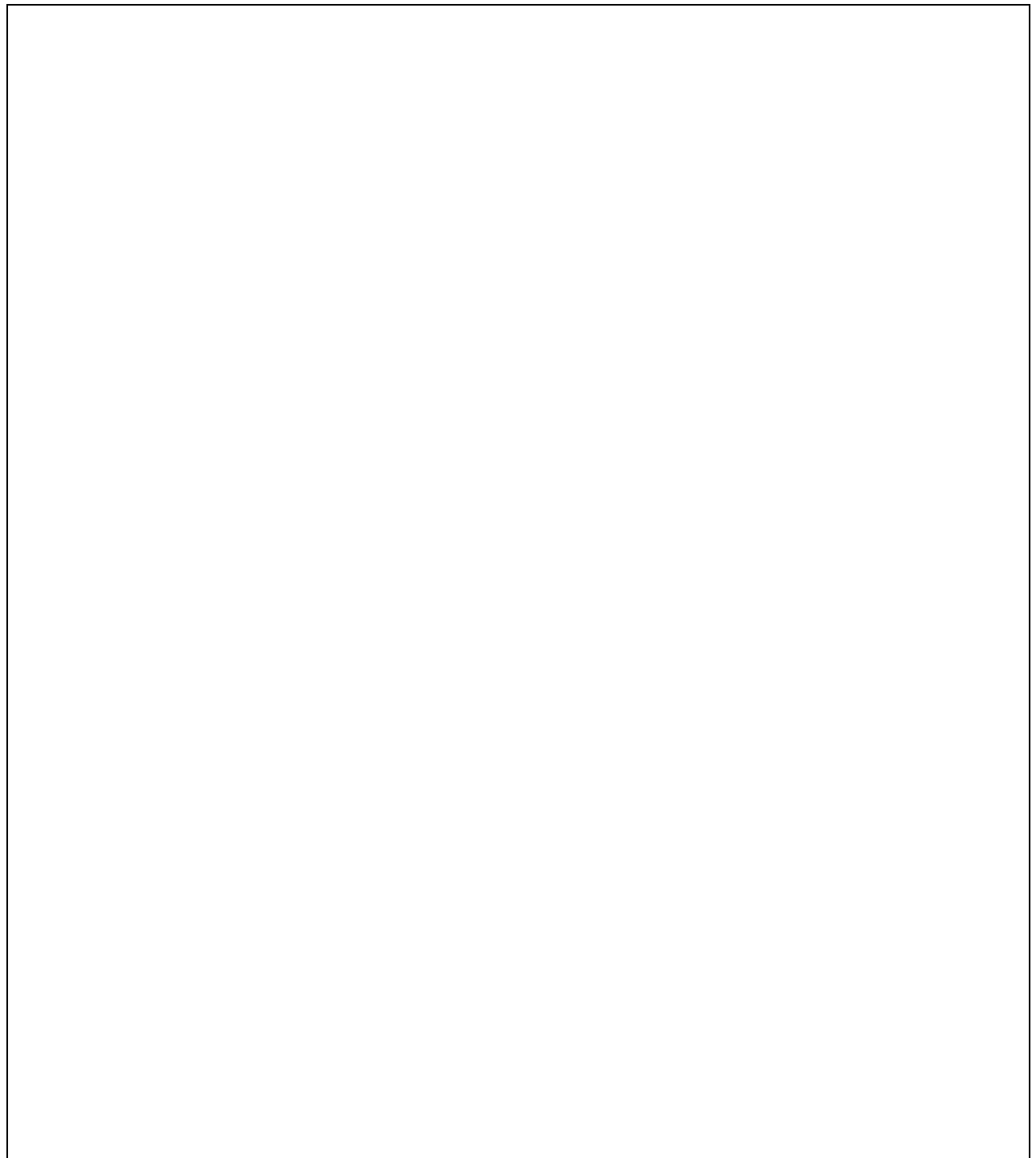
12.  $15 \div 3 =$  \_\_\_\_\_

13.  $3 \times 5 =$  \_\_\_\_\_

14.  $24 \div 2 =$  \_\_\_\_\_

**Me llamo** \_\_\_\_\_

**Draw a picture of a gaucho on Las Pampas.**



**Dulce de Leche Cookie Sandwiches (Alfajores)**

Recipe courtesy Ingrid Hoffmann, 2008

**Ingredients**



- 2 cups all-purpose flour, sifted
- 1/4 cup confectioners' sugar, sifted, plus extra for dusting
- 1/2 teaspoon salt
- 1 cup (2 sticks) unsalted butter, cut into small pieces and softened
- 1 1/2 cups dulce de leche, at room temperature
- 1/4 teaspoon ground cinnamon
- 1/8 teaspoon ground cloves
- 1/8 teaspoon grated nutmeg

## **Directions**

Preheat your oven to 350 degrees F.

In a food processor, combine flour, sugar, salt and butter. Pulse until dough comes together into a ball. If the dough is too sticky add a little more flour so that you can shape the soft dough into a ball. Wrap the dough ball in plastic wrap and refrigerate for 20 to 30 minutes.

Sprinkle some flour onto your work surface and roll the dough 1/8-inch thick. Using a 2-inch round cookie cutter cut out the cookies and transfer to a parchment lined baking sheet. Bring the dough scraps together and gently press into a ball. Flour your work surface, re-roll 1/8-inch thick and cut out more rounds.

Bake the cookies until they are golden and firm, about 15 to 20 minutes. Remove the cookies from the oven and let cool for 5 minutes before transferring them to a wire rack to cool completely, about 25 minutes.

Place the dulce de leche in a small bowl and stir in the cinnamon, cloves, and nutmeg. Spread about 1 1/2 teaspoons of the dulce de leche on the flat side of a cookie and sandwich with the flat side of another cookie. Place the cookies on a platter, dust them with powdered sugar, and serve.



## **Empanadas**

*from Saveur May/June 1999 #35*

### *dough*

1 cup water  
3/4 cup lard (I used butter)  
2 3/4 cups flour  
2 tsp salt  
pinch paprika

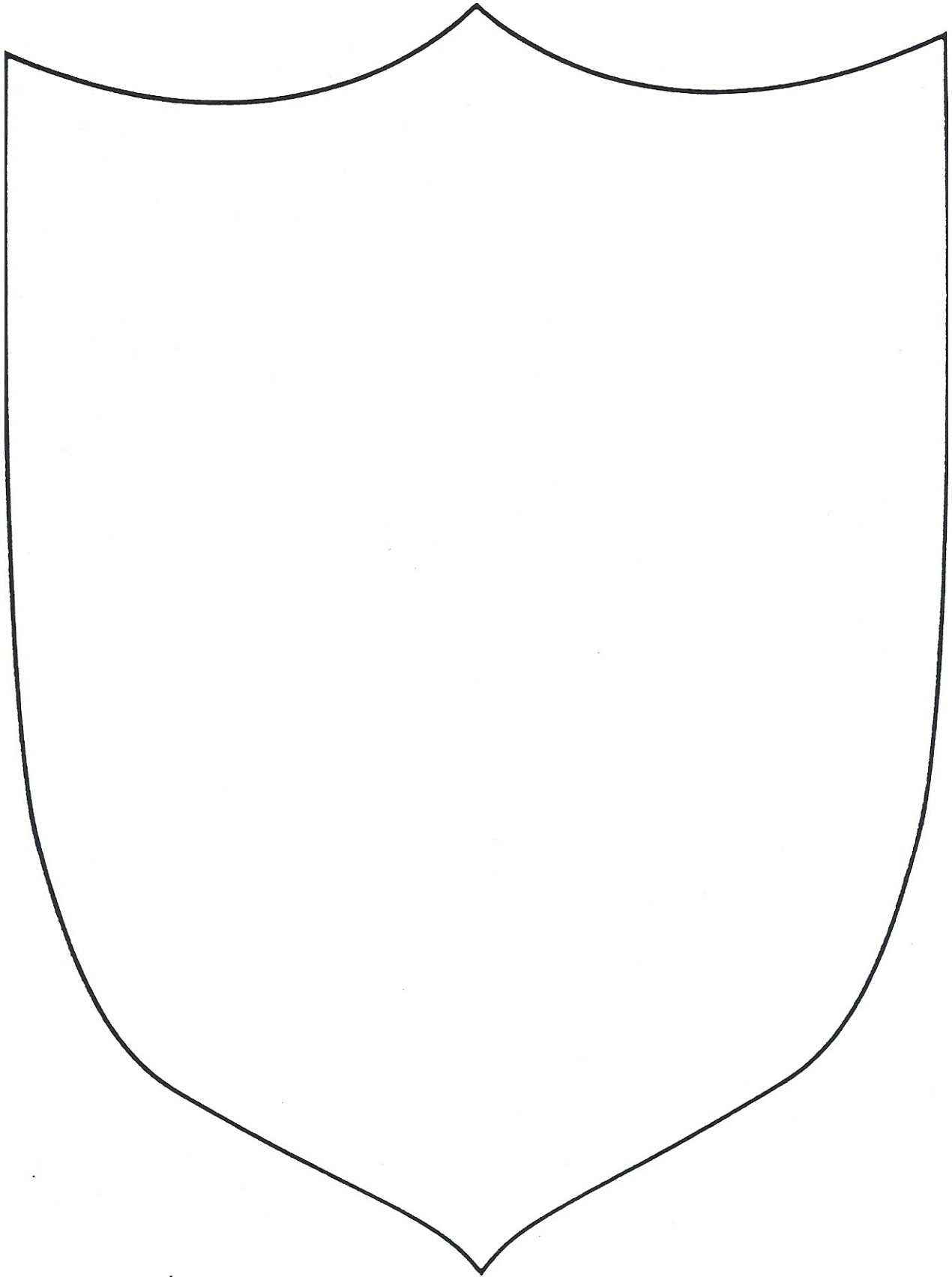
### *filling*

3 tbsp olive oil  
1 small yellow onion, peeled and minced  
1/2 small red bell pepper, cored, seeded, and finely diced (I omitted)  
1/2 chicken bouillon cube (I used beef bouillon paste)  
1/2 tsp paprika  
1/2 tsp red pepper flakes  
1/2 tsp ground white pepper  
1/2 tsp ground cumin  
3/4 lb. boneless beef shoulder, finely diced (I used ground beef)  
salt  
1 small russet potato, peeled, finely diced, and boiled (I used 2 yukon golds)  
1/3 cup raisins (I omitted)  
8 green Spanish olives, pitted and chopped  
3 scallions, trimmed and chopped  
1 hard-boiled egg, peeled and chopped

For the dough: heat water and lard (butter) in a medium saucepan over medium heat until lard (butter) has melted. Mix flour and salt in a large mixing bowl and make a well in the center and sprinkle a pinch of paprika in the well. Pour a little of the warm liquid in and stir with fingertips to make a wet paste. Pour in remaining liquid and work the flour into the dough with your hand until you get a wet, oily dough. Wrap the dough in plastic and refrigerate for at least 2 hours.

For the filling: Heat oil in a large skillet over medium heat and cook the onions, bell peppers (omitted), bouillon, paprika, red pepper flakes, white pepper, and cumin, and cook until onions are soft. Add beef, season to taste with salt, and cook until beef is browned. Place filling in a large bowl and when cooled, add potatoes, raisins (omitted), olives, scallions, and egg. Mix.

Preheat oven to 400F. Tear off pieces of dough to roll about 12 (24) golf-sized balls. Using a rolling pin, roll out dough balls on lightly floured surface into 5" circles. Place 3 tbsp of filling in the center of each dough circle. Fold over and press edges firmly to seal. Rope pinch the edges tightly. Place empanadas on cookie sheet and bake until golden brown, 15–20 minutes.



SHIELD FOR FÚTBOL

| <b><u>Spanish</u></b>                | <b><u>English</u></b>                      |
|--------------------------------------|--|
| <i>buenos días</i>                   | Good morning                               |
| <i>buenas tardes</i>                 | Good afternoon                             |
| <i>buenas noches</i>                 | Good night                                 |
| <i>hola</i>                          | Hi, hello                                  |
| <i>Adiós</i>                         | Good bye                                   |
| <i>hasta luego</i>                   | See you later                              |
| <i>hasta mañana</i>                  | See you tomorrow                           |
| <i>¿Cómo estás?</i>                  | How are you?                               |
| <i>Estoy bien, gracias</i>           | I'm fine, thank you                        |
| <i>así-así</i>                       | So-so                                      |
| <i>estoy mal</i>                     | I'm doing poorly                           |
| <i>¿Cómo te llamas?</i>              | What is your name?                         |
| <i>Me llamo _____.</i>               | My name is _____.                          |
| <i>¿Cuántos años tienes?</i>         | How old are you?                           |
| <i>Tengo _____ años.</i>             | I am _____ years old.                      |
| <i>¿De dónde eres?</i>               | Where are you from?                        |
| <i>Soy de _____.</i>                 | I am from _____.                           |
| <i>¿De dónde es _____?</i>           | Where is he/she from?                      |
| <i>Es de _____</i>                   | He/she is from _____.                      |
| <i>¿Hablas español (inglés)?</i>     | Do you speak Spanish/English?              |
| <i>Sí/No hablo español(inglés) .</i> | Yes I do/No I don't speak Spanish/English. |

|                           |                          |
|---------------------------|--------------------------|
| <i>¿Tienes _____?</i>     | Do you have _____?       |
| <i>Sí, tengo _____.</i>   | Yes, I have _____.       |
| <i>un lápiz</i>           | A pencil                 |
| <i>una carpeta</i>        | A binder                 |
| <i>un libro</i>           | A book                   |
| <i>unos crayones</i>      | Some crayons             |
| <i>unos marcadores</i>    | Some markers             |
| <i>un bolígrafo</i>       | A pen                    |
| <i>un cuaderno</i>        | A notebook               |
| <i>unas tijeras</i>       | Some scissors            |
| <i>una regla</i>          | A ruler                  |
| <i>una hoja de papel</i>  | A sheet of paper         |
| <i>una mochila</i>        | A backpack               |
| <i>¿Qué llevas?</i>       | What are you wearing?    |
| <i>Llevo mi uniforme.</i> | I am wearing my uniform. |
| <i>la falda</i>           | The skirt                |
| <i>la camisa</i>          | The shirt                |
| <i>los pantalones</i>     | The pants                |
| <i>la camiseta</i>        | The t-shirt              |
| <i>el suéter</i>          | The sweater              |
| <i>los zapatos</i>        | The shoes                |
| <i>las medias</i>         | The socks                |

|                              |                           |
|------------------------------|---------------------------|
| <i>la corbata</i>            | The tie                   |
| <i>el delantal</i>           | The apron/smock           |
| <i>¿Qué clases tienes?</i>   | What classes do you have? |
| <i>Tengo _____.</i>          | I have _____.             |
| <i>las matemáticas</i>       | Mathematics               |
| <i>las ciencias</i>          | Science                   |
| <i>las ciencias sociales</i> | Social studies            |
| <i>el español</i>            | Spanish                   |
| <i>el inglés</i>             | English                   |
| <i>el arte</i>               | Art                       |
| <i>la geografía</i>          | Geography                 |
| <i>la música</i>             | Music                     |
| <i>la educación física</i>   | Physical Education        |
| <i>cero</i>                  | Zero                      |
| <i>uno</i>                   | One                       |
| <i>dos</i>                   | Two                       |
| <i>tres</i>                  | Three                     |
| <i>cuatro</i>                | Four                      |
| <i>cinco</i>                 | Five                      |
| <i>seis</i>                  | Six                       |
| <i>siete</i>                 | Seven                     |
| <i>ocho</i>                  | Eight                     |

|                   |  |
|-------------------|--|
| <i>nueve</i>      | Nine   |
| <i>diez</i>       | Ten  |
| <i>once</i>       | Eleven   |
| <i>doce</i>       | Twelve   |
| <i>trece</i>      | Thirteen   |
| <i>catorce</i>    | Fourteen   |
| <i>quince</i>     | Fifteen  |
| <i>dieciséis</i>  | Sixteen  |
| <i>diecisiete</i> | Seventeen  |
| <i>dieciocho</i>  | Eighteen   |
| <i>diecinueve</i> | Nineteen   |
| <i>veinte</i>     | Twenty   |
| <i>y</i>          | And, plus  |
| <i>menos</i>      | Minus  |
| <i>son</i>        | Are, equals  |
| <i>Las Pampas</i> | Flat and nearly treeless grasslands that cover hundreds of miles through central Argentina. It is used to raise ranch animals.   |
| <i>mulita</i>     | A kind of armadillo that spends the day in its burrow and comes out at night to look for food, mostly spiders and insects.       |
| <i>rebenque</i>   | A short, wide rawhide strap, used to lash cattle and horses.   |
| <i>mate</i>       | A bitter, greenish tea that is sipped through a silver straw called a <i>bombilla</i> from a hollow gourd that is passed around. |
| <i>asado</i>      | Meat, usually beef, roasted outdoors over a fire.  |
|                   |  |



|                           |  |
|---------------------------|--|
| <i>facón</i>              | A gaucho knife that in old times was used as a weapon but now is used for ranch work.  |
| <i>boleadores</i>         | A rope with balls attached at the ends that gauchos would use to catch <i>ñandús</i> and other animals. They threw it in such a way that the animal's legs would get tangled up in them.   |
| <i>rastra</i>             | A gaucho belt made from a wide strip of leather and decorated with silver coins, usually from different countries. Some gauchos had their initials on the buckle.  |
| <i>bombacha</i>           | Loose gaucho pants   |
| <i>ñandú</i>              | A South American ostrich which is the largest bird in the Americas. It grows to be 5 feet tall and weighs about 50 lbs. It cannot fly but can run very fast. The male guards the nest, hatches the eggs, and takes care of the chicks. |
| <i>recado</i>             | A gaucho saddle made of many layers of leather and wool with sheepskin on the top.   |
| <i>estancia</i>           | A South American cattle ranch  |
| <i>yegua madrina</i>      | The leading mare of a herd of horses that keeps the herd together. She generally has a bell around her neck.   |
| <i>hornero</i>            | A kind of oven bird. Its nest looks something like an oven and is built of clay, usually on top of a post or pole.   |
| <i>lechuza</i>            | A burrowing owl that makes its home in holes abandoned by armadillos or other mammals. It likes to hunt in the evening.  |
| <i>gaucho</i>             | A South American cowboy that lives and works with herds on Las Pampas.   |
| <i>alfajores</i>          | 2 cookies with a filling between (usually <i>dulce de leche</i> ), sometimes they are covered in chocolate or another coating  |
| <i>¿Dónde está _____?</i> | Where is _____?  |
| <i>Está en _____.</i>     | It is _____.   |
| <i>el este</i>            | The east   |
|                           |  |

|                           |   |
|---------------------------|---|
| <i>el oeste</i>           | The west  |
| <i>el norte</i>           | The north   |
| <i>el sur</i>             | The south   |
| <i>el río</i>             | The river   |
| <i>la montaña</i>         | The mountain  |
| <i>el océano</i>          | The ocean   |
| <i>el lago</i>            | The lake  |
| <i>el fútbol</i>          | Soccer  |
| <i>Lateral izquierdo</i>  | Left wing   |
| <i>Lateral derecho</i>    | Right wing  |
| <i>Delantero</i>          | Center/forward  |
| <i>Volante izquierdo</i>  | Left halfback   |
| <i>Volante</i>            | Center halfback   |
| <i>Volante derecho</i>    | Right halfback  |
| <i>Defensor izquierdo</i> | Left fullback   |
| <i>Defensor</i>           | Center fullback/sweeper                                 |
| <i>Defensor derecho</i>   | Right fullback  |
| <i>Portero</i>            | goalie  |
| <i>empanadas</i>          | A small meat pie  |
| <i>submarino</i>          | Hot chocolate made from hot milk and a melted candy bar |

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### **Web Resources**

General Information about Argentina:

<http://kids.yahoo.com/reference/world-factbook/country/ar--Argentina#main>

<http://www.countryreports.org/country/Argentina.htm>

<https://www.cia.gov/library/publications/the-world-factbook/geos/ar.html>

<http://kids.nationalgeographic.com/kids/places/find/argentina/>

<http://www.timeforkids.com/destination/argentina>

<http://www.atozkidsstuff.com/argentina.html>

<http://www.lonelyplanet.com/argentina>

<http://www.travelforkids.com/FuntoDo/Argentina/argentina.htm>

Videos on how to make Argentine foods:

*Submarinos*: <http://www.youtube.com/watch?v=3vIKQqwVEN4>

*Empanadas*: <http://www.youtube.com/watch?v=oDHqgkZgBDE&feature=related>

*Yerba mate*: <http://www.youtube.com/watch?v=olfq5APGHr4>

*Alfajores*: <http://www.youtube.com/watch?v=s5B0YrNvSfg>

Recipes:

*Alfajores*: <http://www.foodnetwork.com/recipes/simply-delicioso-with-ingrid-hoffmann/dulce-de-leche-cookie-sandwiches-alfajor-recipe/index.html>

*Empanadas*: <http://userealbutter.com/2007/08/15/argentine-empanadas-recipe/>

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<http://culturallyteaching.com/2009/01/19/school-snapshot-teaching-efl-in-argentina/>

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[http://santelmoloft.com/wp-content/themes/thesis\\_17/custom/images/blog/billetes.jpg](http://santelmoloft.com/wp-content/themes/thesis_17/custom/images/blog/billetes.jpg)

